

The University of North Carolina
at Greensboro

JACKSON LIBRARY



CG

N86a

vol. 1

c. 2

UNIVERSITY ARCHIVES

encapsulated by Information Conservation Inc.,
Spartanburg, W. Va. May, 1991
Evan



Digitized by the Internet Archive
in 2013

FIRST

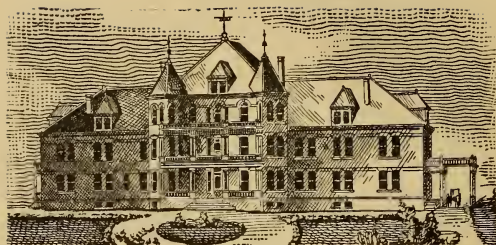
ANNUAL CATALOGUE

OF THE

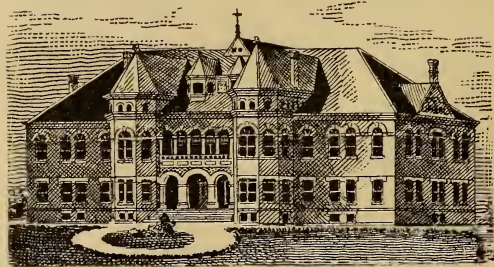
State Normal and Industrial School,

GREENSBORO, N. C.

1892-93.



old Brick



MAIN BUILDINGS OF THE STATE NORMAL AND INDUSTRIAL SCHOOL,
GREENSBORO, N. C.

BOARD OF DIRECTORS.

| | |
|----------------------|---------------------|
| †B. F. AYCOCK, | Wayne county. |
| ‡HUGH CHATHAM, | Surry county. |
| JOHN C. SCARBOROUGH, | Wake county, |
| *R. D. GILMER, | Haywood county. |
| ‡E. McK. GOODWIN, | Wake county. |
| αA. C. McALISTER, | Randolph county. |
| *M. C. S. NOBLE, | New Hanover county. |
| ‡W. P. SHAW, | Hertford county. |
| †J. M. SPAINHOUR, | Caldwell county. |
| †R. H. STANCELL, | Northampton county. |

OFFICERS OF THE BOARD.

| | |
|----------------------|--------------------------------|
| JOHN C. SCARBOROUGH, | <i>ex-officio</i> , PRESIDENT. |
| E. McK. GOODWIN, | SECRETARY. |
| A. C. McALISTER, | } EXECUTIVE COMMITTEE. |
| J. M. SPAINHOUR, | |
| E. McK. GOODWIN, | |

*Term expires March 1, 1900.

†Term expires March 1, 1896.

‡Term expires March 1, 1898.

αTerm expires March, 1, 1894.

OFFICERS AND FACULTY :

CHARLES D. McIVER, PRESIDENT.

MISS S. M. KIRKLAND, LADY PRINCIPAL.

CHARLES D. McIVER, A. B.,

(University of North Carolina).

Principles and History of Education, Science and Art of Teaching.

EDWIN A. ALDERMAN, PH. B.,

(University of North Carolina.)

History and English Literature.

GERTRUDE W. MENDENHALL, B. S.,

(Wellesley College, Mass.)

Mathematics and German.

DIXIE LEE BRYANT, B. S.,

(Mass. Institute of Technology.)

Natural Sciences.

MIRAM BITTING, M. D.,

(Woman's Medical College, Philadelphia.)

Physiology and Hygiene, Physical Culture.

VIOLA BODDIE, L. I.,

(Peabody Normal College, Nashville, Tenn.)

Latin and French.

CLARENCE R. BROWN,

Vocal Culture.

MELVILLE FORT,

(Mississippi Industrial Inst. and Col., Columbus.)

Industrial Art.

EDITH A. McINTYRE,

(New York College for the Training of Teachers.)

Domestic Science.

E. J. FORNEY AND MRS. FANNIE COX BELL,

Book-keeping, Stenography, Typewriting and Telegraphy.

ASSISTANTS.

MAUDE F. BROADAWAY,
Physical Culture.

MINNIE R. HAMPTON,
Science.

*LINA J. McDONALD,
Vocal Culture.

LIZZIE LEE WILLIAMS,
Latin.

TUTORS.

MARY K. APPLEWHITE, }
GEORGIA McLEOD, } *English.*
ANNIE M. PAGE, }

ZELLA McCULLOCH, }
CARRIE MULLINS, } *Mathematics.*

MATTIE BOLTON, }
MAGGIE BURKE, } *Science.*

OFFICERS.

GENEVIEVE MENDENHALL,
Registrar and Librarian.

ELLA D. HOWELL,
Assistant Librarian.

E. J. FORNEY,
Bursar.

MRS. W. P. CARRAWAY,
Matron.

OFFICERS AND FACULTY--1893-'94.

CHARLES D. McIVER, PRESIDENT.
MISS S. M. KIRKLAND, LADY PRINCIPAL.

FACULTY.

CHARLES D. McIVER, A. B., LITT. D.,
(University of North Carolina.)
Pedagogics and Civics.

P. P. CLAXTON, A. B.,
(University of Tennessee.)
Pedagogics and German.

J. Y. JOYNER, PH. B.,
(University of North Carolina.)
English Literature and Methods of Teaching Arithmetic.

GERTRUDE W. MENDENHALL, B. S.,
(Wellesley College, Mass.)
Mathematics.

DIXIE LEE BRYANT, B. S.,
(Mass. Institute of Technology.)
Geology, Biology and Physical Geography.

MARY M. PETTY, B. S.,
(Wellesley College, Mass.)
Chemistry and Physics.

VIOLA BODDIE, L. I.,
(Peabody Normal College, Nashville, Tenn.)
Latin and French.

ANNA M. GOVE, M. D.,
(Woman's Medical College, N. Y.)
Physiology and Hygiene.

MAUDE F. BROADAWAY,
(Normal and Industrial School, N. C.)
Physical Culture.

LUCY H. ROBERTSON,

(Nash & Kollock's School.)

History and Reading.

Vocal Culture.

MELVILLE VINCENT FORT,

(Industrial Institute and College, Columbus, Miss.)

Industrial Art.

EDITH A. MCINTYRE,

(New York College for the Training of Teachers.)

Domestic Science.

SUE MAY KIRKLAND,

(Nash & Kollock's.)

Habits and Manners.

E. J. FORNEY,

Business Department.

FANNIE COX BELL,

Director of Observation and Practice School.

OFFICERS.

E. J. FORNEY,

Bursar.

MRS. W. P. CARRAWAY,

Matron.

STUDENTS 1892-'93.

Albritton, Mattie,
Alderman, Lillie,
Allen, Almira,
Allen, Nettie M.,
Anderson, Mary D.,
Applewhite, Mary K.,
Ardrey, Ida,
Arrington, Mary J.,
Atkinson, Robena,
Atwater, Lizzie J.,
Aycock, Mollie E.,
Bagby, Gertrude M.,
Bailey, Jennie,
Ballard, Laura B.,
Barnes, Minnie C.,
Barrett, Emma E.,
Bell, M. Allie,
Bell, Georgia,
Bell, Margaret R.,
Bernard, Lizzie,
Blair, Elva,
Blair, Emma H.,
Blair, Nellie M.,
Blaylock, Ada,
Bolton, Mattie,
Bond, Helen,
Boone, Lucy A.,
Boyd, Sethelle,
Bradley, Mary,
Branch, Mrs. H. E.,
Brittain, Evor M.,
Broadaway, Maud F.,
Brogdon, Hattie B.,
Brown, Rachel C.,
Bryan, Kate,
Buie, Fodie M.,

Greene county.
Harnett county.
Pasquotank county.
Vance county.
Davie county.
Halifax county.
Mecklenburg county.
Nash county.
Johnston county.
Chatham county.
Wayne county.
Craven county.
Chowan county.
Franklin county.
Wilson county.
Anson county.
Transylvania county.
" county.
Rutherford county.
Buncombe county.
Guilford county.
" county.
Wilkes county.
Stanley county.
Franklin county.
Chowan county.
Hertford county.
Iredell county.
Gaston county.
Granville county.
Henderson county.
Forsyth county.
Granville county.
Craven county.
Moore county.
Robeson county.

Burke, Maggie C.,
 Bush, S. Venie,
 Caldwell, Mattie J.,
 Caldwell, Pattie,
 Carraway, Irma,
 Carter, Pattie,
 Carpenter, Ada L.,
 Clegg, Maggie,
 Coble, Donna,
 Coble, Nora,
 Cole, Ella R.,
 Collins, Alethea,
 Cowper, Lucy,
 Cox, Julia E.,
 Cox, Nannie C.,
 Cromartie, Nannie,
 Culbreth, Loula B.,
 Curtis, Cammie,
 Dail, Mary,
 Dalrymple, Anne,
 Dalton, Susie,
 Davis, Lillian,
 Deans, Bettie,
 Deans, Iva C.,
 Dees, Lucy F.,
 Denny, Alice,
 Denny, Serena,
 DeVane, Lillian,
 DeVane, Nellie S.,
 Dick, Mamie L.,
 Dixon, Mamie M.,
 Doster, Lodusky,
 Drew, Nannie J.,
 Elliott, Eulalie M.,
 Erwin, S. Alice,
 Farmer, Nettie,
 Ferguson, Mamie,
 Franklin, Lillie A.,
 Freeman, Rebecca,
 French, Lizzie,
 Fulghum, Elise,
 Gallaway, Cora,

Davie county.
 Chowan county.
 Wayne county.
 Guilford county.
 Wilson county.
 Wake county.
 Anson county.
 Guilford county.
 " county.
 " county.
 Moore county.
 Orange county.
 Gates county.
 Wayne county.
 Pitt county.
 Bladen county.
 Columbus county.
 Guilford county.
 Greene county.
 Moore county.
 Rockingham county.
 Yadkin county.
 Wilson county.
 " county.
 Palmico county.
 Guilford county.
 " county.
 Cumberland county.
 " county.
 Orange county.
 Catawba county.
 Mecklenburg county.
 Bertie county.
 Rutherford county.
 Buncombe county.
 Wilson county.
 Wake county.
 Forsyth county.
 Surry county.
 Robeson county.
 Wayne county.
 Rockingham county.

Garvin, Hattie,
Gash, Margaret A.,
Gay, Ida S.,
Gill, Sallie L.,
Grant, Minnie E.,
Grant, Sallie M.,
Green, Alice,
Griffin, Beulah,
Hampton, Minnie R.,
Hardin, Willie M.,
Hardister, Corinna,
Hare, Cora,
Harper, Canary,
Harris, Emma B.,
Harris, Mary Lewis,
Harrison, Maude,
Harrison, Nannie V.,
Helm, Mary E.,
Henderson, Zalie B.,
Herring, Sallie,
Herron, H. Ola,
Hinton, Berta,
Hodges, Clara,
Holt, Lizzie,
House, Ella,
House, Lucy,
Howard, Bettie G.,
Howell, Ella D.,
Israel, Sudie,
James, Lina V.,
Jamison, Minnie L.,
Jamison, Sallie K.,
Jarrett, Belle,
Johnson, Ida,
Johnson, Notre M.,
Jones, Lydia A.,
Jones, Willie H.,
Kearns, Etta Dixie,
King, Laura J.,
Lane, Rosa,
Lawrence, Elizabeth,
Lazenby, Mary E.,

Catawba county.
Burke county.
Northampton county.
Vance county.
Wayne county.
Northampton county.
New Hanover county.
Perquimans county.
Iredell county.
Rutherford county.
Stanly county.
Hertford county.
Greene county.
Northampton county.
Cabarrus county.
Wake county.
Wilson county.
Johnston county.
Burke county.
Wilson county.
Mecklenburg county.
Camden county.
Cumberland county.
Wayne county.
Halifax county.
" county.
" county.
Wayne county.
Buncombe, county.
Pasquotank county.
Rowan county.
" county.
Clay county.
Stokes county.
Guilford county.
Wake county.
Chowan county,
Randolph county.
Warren county.
Craven county.
Edgecombe county.
Iredell county.

Lee, Bertha M.,
 Lewis, Annie M.,
 Lindley, Tina,
 Lindsay, M. Louise,
 Loftin, Maria D.,
 Lowe, L. Olivia,
 Martin, Helen W.,
 Martin, Sallie,
 Mayo, Annabel L.,
 Maxwell, Mary C.,
 McCulloch, Zella,
 McDonald, Carrie,
 McDonald, Flora,
 McDonald, Lina J.,*
 McDuffie, Lizzie,
 McEachern, Julia,
 McIver, Lizzie P.,
 McIver, Margaret R.,
 McKay, Bessie,
 McKay, Eva,
 McLeod, Georgia,
 McRae, Hattie,
 Michaux, Anna M.,
 Michaux, Annie G.,
 Middleton, Mary H.,
 Miller, A. Barnette,
 Miller, Nellie H.,
 Moore, Annie,
 Morgan, Bayard,
 Mullins, Carrie M.,
 Nelson, Lizzie,
 Newland, Laura W.,
 Oldham, Jennie T.,
 Page, Annie M.,
 Page, Jessie W.,
 Parker, Annie E.,
 Parker, Annie M.,
 Parker, Margaret L.,
 Parker, Marietta,
 Patterson, Mamie I.,
 Peace, Minnie B.,

Davie county.
 Guilford county.
 " county.
 Caswell county.
 Duplin county.
 Randolph county.
 Pasquotank county.
 Stokes county.
 Edgecombe county.
 Mecklenburg county.
 Alamance county.
 Wayne county.
 Mecklenburg county.
 Forsyth county.
 Richmond county.
 Robeson county.
 Chatham county.
 Chatham county.
 South Carolina.
 " "
 New Hanover county.
 Anson county.
 Randolph county.
 Guilford county.
 Sampson county.
 Mecklenburg county.
 Guilford county.
 Wilson county.
 Craven county.
 Wake county.
 Polk county.
 Buncombe county.
 Orange county.
 Burke county.
 " county.
 Hertford county.
 Perquimans county.
 Gates county.
 " county.
 Randolph county.
 Granville county.

*Died January 16th, 1893.

| | |
|-------------------------|---------------------|
| Pegram, Phoebe C., | Surry county. |
| Pittman, Annie May, | Edgecombe county. |
| Pharr, Berta L., | Haywood county. |
| Pharr, Cora, | „ county. |
| Powell, Clara E., | Caldwell county. |
| Rasche, Florence W., | Guilford county. |
| Reeks, Ella M., | Vance county. |
| Reid, Emma Lee, | McDowell county. |
| Reynolds, Martha B., | Guilford county. |
| Richardson, Nannie E., | Johnston county. |
| Richardson, Roberta E., | Guilford county. |
| Riddick, Elsie, | Gates county. |
| Roberts, Mamie, | Davie county. |
| Roberts, Nannie A., | “ county. |
| Rucker, Myra L., | Rutherford county. |
| Russell, Edna, | Chatham county. |
| Sanders, Mary A., | Union county. |
| Scott, Mamie, | Pasquotank county. |
| Scott, Sallie Wellford, | Warren county. |
| Sessoms, Mattie L., | Cumberland county. |
| Shober, Vivian, | Guilford county. |
| Singletary, Mary M., | Columbus county. |
| Sitton, Eleura J , | Henderson county. |
| Slade, Annie Belle, | Rockingham county. |
| Smallwood, Annie, | Bertie county. |
| Smith, Ella, | Guilford county. |
| Smith, Fannie, | “ county. |
| Smith, Gertrude, | “ county. |
| Spier, Eita R , | Wayne county. |
| Stanford, Mary, | Orange county. |
| Steinhilper, Jennie P., | Cumberland county. |
| Stikelether, Della E., | Iredell county. |
| Styron, Kate, | Durham county. |
| Sutton, Ruth, | Lenoir county. |
| Switzer, Laura, | Carteret county. |
| Tatem, Janet, | Camden county. |
| Taylor, Jennie, | Guilford county. |
| Teague, Daisy I., | “ county. |
| Torrence, Sue C , | Mecklenburg county. |
| Townsend, Lillian V., | Robeson county. |
| Townsend, Sallie, | “ county. |
| Tuck, Blanche Aileen, | Person county. |

Turner, Fannie W.,
 Turner, Mary A.,
 Walton, Margaret,
 Watkins, Mary C.,
 Weatherly, Elsie,
 Weaver, Carrie,
 Webb, Evvie,
 White, Julia,
 Wicker, Ethel A.,
 Wiley, Mary C.,
 Wilkins, Lou,
 Williams, Annie M.,
 Williams, Daisy D.,
 Williams, Lizzie L.,
 Willson, Clara G.,
 Winston, Sallie,
 Wood, Bessie M.,
 Woollen, Laura,
 Wooten, Mabel E.,
 Yates, Iola,

Total,

Wake county.
 Iredell county.
 Gates county.
 Anson county.
 Guilford county.
 " county.
 Chowan county.
 Perquimans county.
 Cumberland county.
 Forsyth county.
 Halifax county.
 Rockingham county.
 Warren county.
 Gates county.
 Guilford county.
 Caswell county.
 Chowan county.
 Randolph county.
 Lenoir county.
 Wake county.

223.

State Normal and Industrial School.

HISTORY OF ITS ESTABLISHMENT.

By act of the General Assembly of 1891, the North Carolina State Normal and Industrial School was established.

In 1886 the Teachers' Assembly, then in session at Black Mountain, passed unanimous resolutions asking for the establishment of a Normal College, and appointed a committee to memorialize the General Assembly on the subject. Each succeeding Teachers' Assembly, up to 1891, passed similar resolutions and appointed similar committees to present the question before the Legislature. In his biennial reports to the General Assembly, Hon. S. M. Finger, as State Superintendent of Public Instruction, repeatedly urged the importance of establishing the Institution.

But it was not until the session of 1889 that the question really came before the General Assembly for serious consideration. At that session the bill presented by the committee from the Teachers' Assembly passed the Senate by a large majority, and failed in the House by only a few votes.

By the time the next General Assembly had met, in January, 1891, the late Governor Fowle had, in his message to the General Assembly, urged the establishment of the Institution. In the meantime, the King's Daughters had petitioned the Legislature to establish an Industrial School for girls. The North Carolina Farmers' Alliance, in 1890, at its annual meeting in Asheville, passed resolutions asking the State to aid in the higher education of girls and women. Hon. J. L. M. Curry, agent of the Peabody Fund, appeared before the General Assembly and made an earnest and powerful plea

for a Normal College, and, through him, the Peabody fund gives substantial aid to the Institution.

The committee from the Teachers' Assembly suggested the establishment of a Normal College with industrial features; whereupon the act establishing the Normal and Industrial School was passed and an annual appropriation made for its maintenance. The management of the Institution was placed in the hands of a Board of Directors, consisting of one member from each of the nine congressional districts, the first Board being elected by the General Assembly of 1891. The State Superintendent of Public Instruction is, *ex officio*, an additional member of the Board, and its President.

The act establishing the Institution required that it should be located "at some suitable place where the citizens thereof will furnish the necessary buildings, or money sufficient to erect them."

The Board of Directors decided to accept Greensboro's offer, which was \$30,000 in money, voted by the town, and a beautiful ten-acre site, located in the corporate limits of Greensboro, donated by Messrs. R. S. Pullen and R. T. Gray, of Raleigh.

Since the original donation nearly four acres of land have been purchased.

PURPOSE AND ORGANIZATION.

In section 41 of the Constitution of 1776, adopted at Halifax, the State acknowledges its obligation to provide educational facilities for the "instruction of youth," "at low prices," and the section closes with the words, "and all useful learning shall be encouraged in one or more universities."

This mandate has been only partially obeyed. The State University for males began its career of usefulness very soon after the adoption of the Constitution. A few years ago the Agricultural and Mechanical College, also for males, was established under State auspices and by the aid of the State and the general government.

But it has taken the State more than a century to come to a practical realization of the fact that "youth" means young women as well as young men. From one-half to nine-tenths of the money used to employ instructors in higher education for young men is paid by State and national annual appropriations, or by the income from endowment funds. It was in response to the just sentiment that, if the State proposed to pay for nearly all the expenses of a young man's higher education, it ought to do at least as much for his sister, that the Normal and Industrial School was established. It is not exclusively for people who feel unable to go elsewhere, any more than are those institutions for young men where the faculties are paid by State appropriations or by incomes from endowment funds.

The State wants this Institution to be good enough for any of its citizens, and the expenses low enough for all. That is what it will strive to become.

As the name of the Institution and the history of its establishment would indicate, it is a combination of a Normal College and an Industrial School, the former being the predominating feature.

The purpose for which the Institution was created is very clearly stated in Section 5 of the Act establishing it. It is as follows:

"SEC. 5. *The objects of the Institution shall be (1) to give to young women such education as shall fit them for teaching; (2) to give instruction to young women in drawing, telegraphy, type-writing, stenography, and such other industrial arts as may be suitable to their sex and conducive to their support and usefulness. Tuition shall be free to those who signify their intention to teach upon such conditions as may be prescribed by the Board of Directors.*"

It is the general purpose of the Institution to give such education as will add to the efficiency of the average woman's work in whatever walk of life her lot may be cast. To that end there are three distinct departments in the course of study. But the value of the training received in either department

will be greatly enhanced by a mastery of the work in the other two. The course of study has been arranged with a view to meeting the needs of the young women of North Carolina, and it embraces—

1. The Normal Department.
 2. The Business Department.
 3. The Domestic Science Department.
-

NORMAL DEPARTMENT.

The aim of this department is to fit women for the profession of teaching. The foundation equipment of a real teacher is accurate and thorough scholarship, and the department will make that its first aim. But all scholars are not teachers. A teacher must not only have learned to think and to know something, but must also be able to guide the minds of others according to the laws of intellectual development.

Briefly stated, it will be the object of this department not only to give the very best literary and scientific training, including work in English and History, Mathematics, Natural Sciences, Ancient and Modern Languages, Industrial Art, Vocal Music and Physical Culture, but also to give such a course in the Principles and History of Education and in the Science and Art of Teaching as will give the student the ability and the inclination to teach others. A person who has the right kind of education, will want other people to have it. This is the spirit of the true teacher, who in his heart, must be a genuine philanthropist.

If the conditions permitted, it might be well for this Institution to confine itself exclusively to higher professional work, receiving as students only those who had completed their literary education and had graduated from other institutions. This would be an ideal Normal College, but would be, as it

has generally been elsewhere when tried, a practical failure in North Carolina. For, while quite a number of bright, ambitious graduates from other institutions have already applied for admission into the Normal and Industrial School, the State would not, and should not, under present conditions, support an Institution for that small number. The majority of the graduates in the State do not desire to become teachers. As a rule, those who would make the best teachers for the State have not been able to get sufficient scholarship to become experts. Those who have been in better financial circumstances, and who desired to become teachers, were confronted with the fact that there was not an institution in the State whose curriculum was arranged with a special view to educating teachers.

Therefore the Normal and Industrial School will pursue the course followed by nine-tenths of the normal colleges of this country, and devote itself to establishing a high standard of scholarship, and professional life among the teachers of the State.

BUSINESS DEPARTMENT.

The business or commercial course, embracing such subjects as Stenography, Typewriting, Telegraphy, and Book-keeping, is intended especially for those women who are thrown upon their own resources, but who do not care to teach. A part of this work, however, ought to be included in any course of general education.

DOMESTIC SCIENCE DEPARTMENT.

The management of the Institution recognizes the fact that the natural and proper position in life for the average woman is at the head of her own household. Exceptions, however numerous, do not affect this rule. This department is there-

fore mentioned last, not because it is least important, but because training in the other two departments constitutes a very fine preparation for domestic life. A model woman as the mistress of a model home, ought to know something of business, and, above all things, ought to be an intelligent teacher.

In addition to the training in the other departments, the course in Domestic Science will include theory and practice in the following subjects: Cooking and Sewing; Cutting and Fitting; Care of the Sick; General Household Economy.

SPECIAL DEPARTMENTS.

In addition to what has already been mentioned, though partially included by it, there will be the following departments:

1. Vocal Culture, including Vocal Music, Reading and, Elocution.

2. Physical Culture, including Gymnastics, Calisthenicst and such exercises as are best suited to meet individual needs and to promote the health and strength of the students. Lectures on Physical Culture and on Personal and Public Hygiene will be given by the resident physician, under whose supervision this department will be conducted.

3. Industrial Art, including Form Study and Free-Hand Drawing; Architectural and Mechanical Drawing; Modeling in Clay; Designing and Decorative Art, and the History of Art.

Every teacher ought to be able to give lessons in vocal music, drawing and physical culture, and those desiring to graduate in the Normal Department, will be required to take a prescribed course in these departments.

COURSE OF STUDY AND GRADUATION.

It is the special province of the Normal and Industrial School to emphasize the useful and practical rather than the ornamental, but it does not mean to depreciate, nor will it neglect, the æsthetic and social features of education.

While the entire course of study has been arranged with a special view to preparing young women to teach, it is doubtful whether any young woman who wants a good general education could pursue a more profitable course of study than the one indicated.

To complete the full course of instruction in the Institution will require four years of work, and upon its completion the student will graduate with a diploma, which will be a life-license to teach in North Carolina.

DEPARTMENT OF PEDAGOGY.

CHARLES D. McIVER,
VIOLA BODDIE.

Seeing truth is one thing; making others see it is another and a far greater undertaking. The first is the essential of scholarship; but both are indispensable to the skillful teacher. The purpose of this department is to do such work and to give such training as will help to convert mere scholars into teachers. The course of study, therefore, embraces the following:—

1. The History of Education and of Educational Reformers.
2. The Science of Education, or Educational Principles.
3. The Art of Education, or Methods of Teaching.

The course begins in the Sophomore year with the study of Page's Theory and Practice of Teaching and extends through the Junior and Senior years. Besides study in psychology, the text-book work in the history and philosophy of education and methods of teaching, instruction by lectures is given on these subjects by those in charge of the department.

Pedagogic literature is studied. The students are required to read critically certain standard educational works to be found in the library; to express in their own language the views of the authors read; and to make such criticisms as they can on theories studied. This work has included this year, besides the reading of such simple stories as the Evolution of Dodd, essays on Bacon and his philosophy, Rousseau's Emile, Pestalozzi's Leonard and Gertrude, and a critical study of Spencer's essay on Education. The lives and theories of the great educational reformers are studied in connection with the text-book on the history of Education (Compayre's).

Practice work in teaching classes under the direction of the heads of the various departments has been a part of the senior work this year.

Realizing the fact that a large majority of teachers teach as they are taught rather than as they may have learned how to teach, great pains is taken to use always that method of instruction which is based on the laws of intellectual growth.

A portion of the work of each department has been to teach right methods of teaching the subjects included in that department.

Hereafter there will be an observation school connected with the Institution, where small children will be taught according to scientific methods, and where students can see the principles which have been taught put into actual practice by a skillful teacher.

DEPARTMENT OF ENGLISH AND HISTORY.

E. A. ALDERMAN.
TUTORS IN ENGLISH.

ENGLISH.

COURSE I.—Clark's Briefer Rhetoric, Exercises in Composition, Letter Writing, Language Work, Readings in Nineteenth Century American Literature, Parallel Readings.

COURSE II.—Morgan's History of English and American Literature, Critical Readings in Eighteenth Century Literature, Essays in Exposition, Parallel Readings, Trench on Words.

COURSE III.—History of English Language, Shakespeare : Merchant of Venice, Macbeth, Julius Cæsar, Tennyson's Idyls of the King.

COURSE IV.—Critical Essays, Lectures, Practice in Writing, Practice in Methods of Teaching Language.

METHODS OF INSTRUCTION IN ENGLISH.

The work in the English Department has these leading purposes :

1. The acquisition of the ability to use the language with simplicity and force by means of composition in its simpler forms, *e. g.*, letters, reproduction exercises and essays.
2. A knowledge of the ground work of Rhetoric, figurative language and versification.
3. To develop and stimulate a taste for good reading.
4. To teach rational methods of teaching these subjects.

In the first year there is much practice work in writing and reading certain masterpieces of Longfellow, Irving, Webster, Whittier and others both on class and parallel.

In the second year these ideas are continued, the history of literature is studied, and careful attention is given to word study. The masterpieces of the eighteenth century are read as models of inspiration.

In the third year a brief sketch of the language is studied. The bulk of the time is given to the study of Drama and Poetry as represented by Shakespeare and Tennyson.

In the fourth year the writing of critical essays, the formation of correct style and familiarity with the principles and methods upon which scientific language teaching rests are the leading aims in view.

HISTORY.

COURSE I.—Studies in Civil Government, Constitutional History of the United States, Biographical Studies.

COURSE II.—History of Greece and Rome, with lectures on beginnings of history: Beginnings of Modern History.

COURSE III.—English History, French Revolution, Studies in Colonial Records.

METHODS OF INSTRUCTION IN HISTORY.

The purposes in view have been to create:—

1. A love and enthusiasm for historical study.
2. A clear notion of the course of human events and the evolution of certain nations, communities and institutions.
3. An aptitude and skill in handling books in historical research.
4. An appreciation of the fact that history, like charity, begins at home.
5. Correct notions of teaching this great subject.

The instruction is by text-books, topical study, parallel reading, lectures, and original research. The teacher and the text-book are the guides, the library the workshop.

In the first year the machinery of our government, the political history of the United States and studies in the lives of our great men are the subject matter of study.

In the second year the course opens with a short course of lectures on the beginnings of history, myths and myth making, the unity of the race, and the distinctive contributions of the

Orient to civilization. Greece and Rome are carefully studied as the most fruitful types of ancient history. The course concludes with topical studies of the leading transitional movements consequent upon the disruption of the Roman Empire, and with lectures on the pedagogics of history.

In the third year English history is studied as the type of modern nations and the one nearest to us in tradition, laws and civilization.

One section of the class, in the Spring term, studies the French Revolution as the great type of such movements, and as a pivotal point in modern history.

Another section investigates some interesting figure or subject in our Colonial Records for the purpose of learning the science of historical inquiry and for the acquisition, at first hand, of knowledge of their own State.

The whole course concludes with lectures on the most effective methods of historical study and instruction. The subject of study in the Records this term was the life and services of Edward Mosley.

DEPARTMENT OF MATHEMATICS.

GERTRUDE W. MENDENHALL.
TUTORS IN MATHEMATICS.

FIRST YEAR.—Elementary Algebra.

SECOND YEAR.—Plane Geometry.

THIRD YEAR.—Solid and Spherical Geometry. Higher Algebra. Plane Trigonometry.

*FOURTH YEAR.—Spherical Trigonometry. Analytical Geometry.

A knowledge of Arithmetic is required of those who enter the Freshman Class.

A certain amount of time, however, is devoted to the study of Arithmetic, especially with a view to illustrating the best methods of teaching that important subject.

*Elective.

DEPARTMENT OF SCIENCE.

DIXIE LEE BRYANT.
MINNIE R. HAMPTON, Assistant.
TUTORS IN SCIENCE.

Physical Geography will consist of one term's work on the important topics under *air*, *water* and *land*, together with a classification of *plants* and *animals*, and a special reference to their distribution and uses.

A text-book embracing these subjects will be furnished each student, and reference books will be found in the library; but, beside recitations, a part of the subject matter will be given in lecture form, another part in original observation work, and the notes and conclusions of both must be kept in individual note books.

The aim of this course is not only introductory and preparatory to the succeeding science, but an attempt, by the interpretation of things around us, to put life and meaning into geography.

Systematic and Structural Botany of Flowering Plants extends through one term.

The lessons follow the cycle of plant life from seed to seed.

Each student has the use of a hand lens. An herbarium of thirty flowers with their written analyses is required to complete the course.

General Chemistry consists of lectures, recitations, problems, and laboratory work for one scholastic year.

In the lectures are given the principles and theories of elementary chemistry, illustrated by experiments. The recitations are for the purpose of individual discussion with the students of topics given in lectures, and of chemical problems. Laboratory work is required of each student.

A students' laboratory is equipped with the necessary apparatus and material. Here each learns for herself the chemical properties of substances, and fundamental processes,

and is led on, step by step, *to do, to see, to conclude*, until a scientific habit of thought is acquired, and, it is hoped, a scientific imagination awakened.

Physics extends through one year, and must be preceded by chemistry. This course, also, will consist of lectures, recitations, problems, and laboratory work.

The topics discussed will be *Mechanics, Heat, Electricity, Sound, and Light*.

The laboratory work in this subject will be more independent and individual, if possible, than that in Chemistry. By the opening of the fall term, a students' laboratory will be equipped with apparatus for the fundamental experiments in physics. Only a small part of the work will be devoted to the attainment of exactness in measurements; the object of the greater part will be deduction of general principles, as this is considered more practical for persons expecting to use their knowledge in instructing the young rather than in becoming experts.

Zoology, a full year's work, should follow Chemistry and Physics. The lectures take up the subject systematically, and at the same time, seek to develop the principles of biology.

Each student has laboratory work upon typical specimens of a number of classes, and is expected to express her observations not only in recitations, but in written descriptions, and in sketches.

There were furnished this year nicely prepared alcoholic specimens of asterias, echinus, holothurians, loligo, phascolosoma, sycotypus, cancer, and amphioxus, and these were supplemented by fresh specimens of oysters, earthworms, insects, fish, frogs, and birds. In this way a fair idea of gross comparative anatomy was obtained.

Geology extends through one year. A fair knowledge of the elements of Chemistry and Physics is necessary to a satisfactory pursuit of this subject.

Geology will be introduced next year by a short course in

mineralogy and lithology. For this purpose the institution has purchased fifteen sets of one hundred and fifty different, typical rocks and minerals. By individual study of these, the students are expected to become familiar with the commonest rocks and minerals of the State.

Dynamic Geology will follow, the principles of which will be illustrated, as far as possible, by observation of processes now at work upon the surface of the earth.

A synopsis of Historical Geology will conclude the course. The aim of this will be to tell briefly the story written in the book of stone.

DEPARTMENT OF ANCIENT AND MODERN LANGUAGES.

VIOLA BODDIE.
GERTRUDE W. MENDENHALL,
LIZZIE LEE WILLIAMS, Assistant,
ANNIE M. PAGE, Tutor.

LATIN.

The instruction in this department embraces a period of four years, the first three of which are required for the college diploma.

No previous work in Latin is required for admission, but we recommend that students endeavor to secure at least one year's good training before entering the college, as this will enable them to do more of the advanced work of the department.

The work of the first year includes a thorough mastery of the regular conjugations and declensions together with the gaining of a good vocabulary for future reading. Composition constitutes an important part of each lesson as a means of fixing in the mind of the student both the forms and constructions of the language.

The second year is given to the study of Cæsar's Gallic War and to special work in prose composition.

Cicero and Vergil are read during the third year.

The fourth year's work includes the careful study of Livy and Horace, or of other Latin writers of equal difficulties with these. Throughout the course there are given, by teachers and students, talks on Roman life, especially on that period in which the particular author read by the class lived.

Text-books for class use are furnished by the school. Each student however ought to own a Latin Dictionary, a Classical Atlas and a Classical Dictionary.

FRENCH.

The course in French embraces three years. The first two of these is required for the college diploma, unless German be substituted.

The purpose of the first year's work is to render the student familiar with the names of objects about her and to give her the ability to speak and write concerning these in correct French.

Rougemont's Drill Book "B" is used as a guide in this work. Anecdotes, Nouvelles and other easy stories in French are read during the first year.

Conversation and composition form a part of each recitation.

During the second year special drill is given in the use of irregular verbs, uses of the subjunctive and the idioms peculiar to the language.

Reading, conversation and composition work are continued.

The work of the third year is given to the study of the history of French literature and to the careful reading of as many of its best authors as our time will allow.

Grammar is taught by explaining the constructions met with in reading. Throughout the course much attention is given to training the ear by dictation exercises and conversation.

GERMAN.

FIRST YEAR—German Lessons, consisting of

- a. Declensions of Nouns.
- b. Declensions of Adjectives.

c. Conjugation of Verbs.

d. Translating easy sentences from English to German and from German to English.

Students in first year are also required to memorize selections from German authors.

SECOND YEAR.—Grammar study continued; Reading; Selections from Schiller; Study of his life.

THIRD YEAR.—Iphegenia and Touris; Study Goethe's life.

DEPARTMENT OF PHYSIOLOGY AND PHYSICAL CULTURE.

DR MIRIAM BITTING.

MAUDE F. BROADAWAY, Assistant.

The work in this department is under the direction of the resident physician of the Institution, and of the director of the Gymnasium. The general object of the department is to give the students such knowledge as will make them reverence and care for their bodies and such training as will give them strength and conduce to their happiness.

The course of instruction in Physiology during the last session, embraced the study of protoplasm and cell life, of the osseous, muscular, cutaneous and nervous systems, as well as the consideration of foods, digestion and circulation.

In the class-room, free and constant use was made of the articulated bony skeleton, chart and a chart manikin. In addition to these, students were shown wet and dry specimens of heart, brain, etc., and occasional dissections of some lower animal. The action of the lungs and heart were demonstrated by the use of those organs of the cat, pig and owl.

Owing to the time lost at the beginning of the school year, it was found to be impracticable to study the special senses. It is hoped that next year there will be a physiological laboratory, where digestion, circulation, and nerve and muscle phenomena may be studied by each individual student.

Work in the Gymnasium was begun with very simple, free movements, and as gradually as possible, the difficulty and number of movements were increased. Though the Gymnasium was actually in use only four and one-half months, the benefit to the students was most marked. Many chests increased in girth, shoulders straightened, arms became stronger, and the general bearing much improved. Students are encouraged to take a cold sponge bath after exercising.

A large part of the work of the Resident Physician was done in the morning and evening rounds among the students. At such times, especially in the evening, many suggestions were made as to ventilation, clothing, bathing, dressing, and other points of personal hygiene.

DEPARTMENT OF VOCAL MUSIC.

CLARENCE R. BROWN,
LINA McDONALD, Assistant.

The Music Department of the State Normal and Industrial School is based on somewhat different principles from that of other schools for the education of women in the State and in the South.

Experiment shows that while the percentage of people who sing is very small, the percentage of those who cannot be taught to sing is much smaller.

It is estimated that in this country from 85 to 90 per cent, can be taught to sing.

In Germany and other countries where music has been taught for generations in all schools, public and private, and where a child learns to sing as he learns to read the percentage is about 98. Americans are awaking to the fact that music is not only a good but a necessary thing, and the schools where music is not taught are rapidly disappearing.

No town or city of any considerable size is without a teacher

of vocal music in the schools, and the effect of this work will be appreciably felt a few years hence, when the influence of music taught in our schools shall begin to tell on our church, Sunday school and day school singing, and in fact on the singing of the masses in all gatherings, both public and private.

In Germany no man can obtain a position in the government schools unless he can play the violin and teach singing, and the day is not far distant when no man or woman can obtain a position in any first-class school of this country except he or she be able, at least, to conduct the music lessons in the school under the direction of the special instructor.

It is the purpose of the Music Department of this school to give each student, regardless of any special talent for music, an opportunity to become a fairly good singer, to know sufficient of the rudiments of music to enable her to read at sight all ordinary music, and to be able to teach the first principles of singing and sight-reading to the pupils of her school.

It is also the purpose to furnish the best possible vocal training for those whose talents and natural endowments fit them for higher development in the art of singing.

DEPARTMENT OF ART.

MELVILLE VINCENT FORT.

The object of the Art education in this Institution is to give instruction and practice in drawing, so that a student may express her ideas in form; to give that training in mechanical drawing which will enable the student to apply her knowledge to industrial arts.

Industrial Drawing is, more than ever, recognized as an important factor in education, since it gives skill in the use of the eye and hand, habits of observation, thought and appreciation of the beautiful.

Should no immediate use be made of the study, from an

educational point of view, the habits of promptness, neatness and accuracy that are acquired by this training are of incalculable value.

By training the eye and hand, industrial drawing makes the expert draughtsman, and thereby furnishes a means of earning a livelihood.

The work of the first session in the course of Freehand Drawing consists of drawing from blackboard dictation; lines straight and curved and a combination of these lines; originating simple designs; drawing with charcoal from geometric solids; plaster casts and bas-relief.

The second year, some work from casts; mechanical drawing; the principles of design and applied design, with modeling in clay.

During the second year wood carving and china painting may be pursued.

The third year, applied design continued, and the principles of architectural drawing. The History of Art may be studied during this session.

One year's work in this department, two periods per week, is necessary to secure a diploma or a certificate from the Institution.

DEPARTMENT OF DOMESTIC SCIENCE.

EDITH A. MCINTYRE.

The Department of Domestic Science forms a part of the Industrial training and includes both cooking and sewing.

Cooking and sewing are not taught as mere mechanical processes, but as a means of mental culture.

This subject when pursued in connection with the other course covers four years.

FIRST YEAR.—*Sewing*.—Instruction in plain hand sewing together with the study of textile fabrics and their manufacture.

SECOND YEAR.—*Sewing*.—Instruction in dress cutting, fitting and making. The study of color and the combining of colors will receive attention.

No student will be allowed to take the second year of sewing unless the first has been satisfactorily completed in this Institution or elsewhere.

THIRD YEAR.—*Cooking*.—Each student receives laboratory instruction in the art of cooking, and gains a knowledge of subject matter by means of lectures and a given course of reading.

A course of lessons will also be given on cookery for the sick.

FOURTH YEAR.—This last year's work will include the study of general household economy.

COMMERCIAL DEPARTMENT.

E. J. FORNEY.
FANNIE COX BELL.

SHORTHAND.

The Isaac Pitman system of Shorthand is taught. This system has been tested for fifty-five years, is one of the popular standard systems now in use, and is so well known to the general public that it is unnecessary for us to comment upon its adaptability to all kinds of work.

As we have four classes, Elementary, Manual, Reporter, and Advanced, students will be properly classified, and will be advanced from lower to higher grades as rapidly as possible. Those showing special aptitude for this kind of work can, by doing extra work outside of the class requirement, progress as fast as their ability will allow. Speed in Shorthand can be acquired only by long practice in writing from dictation, and as special trained dictators are, to a certain degree, necessary to the student's success, it is far better that those who can spend

only a limited time here should come prepared to enter as high a class as possible. Our course by correspondence, particularly in the elementary work, can be taken by those who wish to enter the institution at a later date.

TYPEWRITING.

We use the Remington Standard Typewriter. Students, as soon as they are able to take dictation at a fair rate of speed in Shorthand, are required to reproduce the same on the typewriter, thus getting the benefit of actual transcribing for a long period of time. This department is in charge of experienced typists, and students are taught all kinds of typewriting work, together with the latest devices for manifolding, etc.

BOOK-KEEPING.

The system of Book-keeping taught and the blanks put in the hands of students are the same as those now used in all progressive commercial colleges. The Course comprises Double Entry, Single Entry, and Extensive Business Practice. The course is thoroughly practical. The subject of Book-keeping is taught to each student at her desk and she can advance as rapidly as she can do the work thoroughly.

COMMERCIAL LAW.

To give students an intelligent understanding of business forms and commercial papers of all kinds, Commercial Law is incidentally taught to all Book-keeping students.

CERTIFICATES.

Certificates will be given to students who can write from dictation correctly in Shorthand from general new matter at the rates of 80, 100, 125 (and above) words per minute.

TIME REQUIRED.

Our object is not in how short a time we can get a student through this department, but how efficiently we can prepare her for a successful business career. The average time necessary to complete the subjects might be estimated at eight months. Much, however, depends upon the *ability* and *application* of the student. If these subjects are taken in connection with other work in the school it will, of course, require a longer time.

HOME WORK IN SHORTHAND.

Experience has taught us that the art of shorthand writing, particularly the elementary part of it, can be acquired at home; in fact many of the best writers of shorthand to-day are self-taught. We desire to have our students remain with us as long as possible in the *advanced work*. In order, then, that students may enter as high a class as possible, we will, upon request of those who are students here now or who intend to matriculate here later, outline a course of study to be taken by correspondence. This course is specially prepared to give students an opportunity to study the elementary part of shorthand at home. It consists of sending written exercises twice a week for correction and suggestion. This systematic work continued for three or four months will give a student a fair knowledge of the principles of shorthand. Upon entering the Institution students will be credited with the work done at home, if they pass a satisfactory examination.

TELEGRAPHY.

This department is well equipped.

It is its purpose to give the students the advantage of real office work as well as to teach them simply sending and receiving messages.

The course, when taken in connection with other studies, will cover two school years.

FIRST YEAR.—Alphabet taught. Sending and receiving words and sentences over short wire.

SECOND YEAR.—Use of long wire. Speed increased. Actual practice in office work, use of telegraphic blanks, &c.

Each certificate issued from this department will show actual speed in sending and receiving.

ADMISSION OF STUDENTS.

The Normal and Industrial School is a part of the Public School System, and its special mission is to prepare people to work in and improve that system. Desiring to do the greatest possible good to all the State, it has made its requirements for admission to the Freshman Class such that any bright girl who has improved all her opportunities in the best country public schools can enter its walls and enjoy the advantages offered. To make the requirements for admission lower than this is unnecessary, and to make them higher would exclude many worthy and ambitious young women belonging to a class which, more than any other, influenced the Legislature to vote for the establishment of the Institution, and which has, therefore, a peculiar right to its advantages.

As the public schools throughout the State become better, the entire course of study in this Institution will be advanced.

At present the following will be the

REQUIREMENTS FOR ADMISSION.

1. As to scholarship, the applicants, in order to be admitted to the Freshman Class, must be able

- (a) To analyze any ordinary arithmetical problem ;
- (b) To read any ordinary English page fluently at sight ;

(c) To express thoughts accurately in writing ;

(d) To answer fairly well questions on English Grammar, Geography, History of the United States, and History of North Carolina.

2. They should be sixteen years old and in good health.

3. They should send with their applications, which they themselves should write, statements from their last teachers as to scholarship and character.

So far as recitation-room and teaching force are concerned the Institution can accommodate three or four hundred students ; but the number it can accommodate with board in its dormitories is limited. (Board can be had in good families in Greensboro at from \$10 to \$12 a month. Board is furnished in the dormitory buildings of the Institution at \$8 a month).

If the number applying for admission should become too large for the teaching capacity, the number allowed from the various counties would be limited, according to law, so that no section should be discriminated against. This will hardly become necessary during the coming year, however, and it is presumed that all applicants will be able to enter and secure board either in private families or in the dormitories of the institution.

The majority of the boarding places in the dormitories will be given to students who have free tuition on account of their intention to become teachers. The other places will be given to those who prefer to pay tuition whether they intend to become teachers or not, the tuition money thus derived being used to enlarge and better equip the dormitories. By this means the number of free-tuition students who can secure board in the dormitories will be larger after this year.

Any county appointments not applied for by September 1st will be given to applicants from other counties, preference being given to the following classes :

1. Graduates of colleges for young women. This is done in order to prevent graduates from entering the competitive examinations against younger or less mature scholars.

2. Those who have spent a year or more at the Institution, boarding in private families, and whose conduct and studious habits have commended them to the faculty.

3. The best material among new applicants.

Of the one hundred and twenty county appointments, with the privilege of securing board at the reduced rate in the dormitory buildings, the following is the apportionment, by counties, according to law.

| | | |
|---------------|----------------|-----------------|
| 1 Alamance,, | 2 Forsyth, | 1 Orange, |
| 1 Alexander | 1 Franklin, | 1 Pamlico, |
| 1 Alleghany, | 1 Gaston, | 1 Pasquotank, |
| 1 Anson, | 1 Gates, | 1 Pender, |
| 2 Ashe, | 1 Graham, | 1 Perquimans, |
| 1 Beaufort, | 1 Granville, | 1 Person, |
| 1 Bertie, | 1 Greene, | 1 Pitt, |
| 1 Biaden, | 2 Guilford, | 1 Polk, |
| 1 Brunswick, | 1 Halifax, | 2 Randolph, |
| 3 Buncombe, | 1 Harnett, | 1 Richmond, |
| 1 Burke, | 1 Haywood, | 1 Robeson, |
| 1 Cabarrus, | 1 Henderson, | 2 Rockingham, |
| 1 Caldwell, | 1 Hertford, | 2 Rowan, |
| 1 Camden, | 1 Hyde, | 2 Rutherford, |
| 1 Carteret, | 2 Iredell, | 2 Sampson, |
| 1 Caswell, | 1 Jackson, | 1 Stanly, |
| 1 Catawba, | 2 Johnston, | 2 Stokes, |
| 2 Chatham, | 1 Jones, | 2 Surry, |
| 1 Cherokee, | 1 Lenoir, | 1 Swain, |
| 1 Chowan, | 1 Lincoln, | 1 Transylvania, |
| 1 Clay, | 1 Macon, | 1 Tyrrell, |
| 2 Cleveland, | 2 Madison, | 2 Union, |
| 1 Columbus, | 1 Martin, | 1 Vance, |
| 1 Craven, | 1 McDowell, | 2 Wake, |
| 2 Cumberland, | 2 Mecklenburg, | 1 Warren, |
| 1 Currituck, | 1 Mitchell, | 1 Washington, |
| 1 Dare, | 1 Montgomery, | 1 Watauga, |
| 2 Davidson, | 1 Moore, | 2 Wayne, |
| 1 Davie, | 1 Nash, | 2 Wilkes, |
| 1 Duplin, | 1 New Hanover, | 1 Wilson, |
| 1 Durham, | 1 Northampton, | 1 Yadkin, |
| 1 Edgecombe, | 1 Onslow, | 1 Yancey. |

APPLICATIONS AND EXAMINATIONS.

Students who win appointments from their own counties to board in the dormitories can hold them until they complete the course, provided their conduct and progress are satisfactory to the Faculty of the Institution.

All applications for admission should be in the hands of the President on August 1st.

If, on that day, the number of applicants from any county does not exceed the number which the county is entitled to send, and if it is evident, from the application and for other reasons, that the scholarship of such applicant or applicants is good enough to admit her or them to the institution, notification will be given, and the examination for classifying such students will take place when they arrive at the Institution. If, however, there should be more applicants than can be admitted from the county, a competitive examination, prepared by the President of the Institution, will be given under the direction of the County Superintendent of Public Instruction.

BOARDING ARRANGEMENTS AND EXPENSES.

Students are allowed to board in private families in Greensboro, provided the President of the Institution is notified in advance and approves of the places where they propose to board. The Institution cannot rid itself, nor does it desire to, of responsibility for the conduct of its students out of school hours, even though they do not board in the college dormitories. It will, therefore, receive as students only those who board in such homes as will be managed in harmony and sympathy with the government of the Institution. Those who board in the dormitory buildings will be under the direct care of the President, the Lady Principal and such competent lady assistants as will be selected to manage the dormitories. These buildings have been fitted up by the State, and board will be furnished at actual cost, not to exceed

\$8 a month. The law does not allow any money to be made on the boarding department.

At the close of the annual session the supplies left over will be sold and whatever surplus is left in the hands of the Bursar and Matron will be distributed to the students who may have boarded in the dormitories. The actual cost of board during the past year was \$7.79½ a month, \$1.63 having been returned to each student who spent eight months in the dormitories.

The two dormitory buildings will be made pleasant homes for the students. Their social life will receive special attention, and a female physician will be on the premises night and day, and will have the constant care of their health.

Within a stone's throw from the grounds are Moore's Mineral Springs, well known in this section, and a favorite resort of the people of Greensboro.

EXPENSES FOR ANNUAL SESSION.

| | |
|---|----------|
| Tuition for entire course..... | \$ 40 00 |
| Board in dormitories (not to exceed)..... | 64 00 |
| Laundry (not to exceed)..... | 12 00 |
| Physician's fee.. .. | 5 00 |
| Book fee..... | 5 00 |
| Contingent fee..... | 2 00 |
| | <hr/> |
| | \$128 00 |

If the student boards in a private family, the cost for the annual session will be increased by an amount ranging from \$16 to \$32 according to the price paid for board.

To any lady desiring to take a special course in Stenography, Domestic Science, Art, Vocal Culture, or other single department, and who does not expect to become a teacher, a charge of \$20 a year will be made.

To those who will signify their intention to teach, at least half as many years as they receive instruction at the Normal and Industrial School, there will be no charge for tuition in

any department. To illustrate: This means that if a young woman should enter this year and remain in the Institution four years, with free tuition, graduating in May, 1897, she would be under obligation to teach in the State during the two years ending May, 1899, if she could get employment. *Thus, students intending to teach, and who receive county appointments to board in the dormitories, would find their annual expenses reduced to \$88.*

The only additional expenses at the Institution would be for medicine actually used; materials used in the Art and Science Departments; Literary Society fee (\$2.50,) and a gymnasium suit. The suit would cost \$5.65, and would last several years. All materials will be furnished at actual cost.

If the resources of the Institution permitted, it would use only single beds. And there will doubtless be students who, by the advice of the physician, will be required to occupy single beds. In such cases an extra charge of two dollars a year will be made to each student.

If others who apply desire to have single beds, they can secure them on the same terms.

The students are required to bring no text-books. The Institution will, for the five-dollar book fee, furnish the use of all ordinary text-books. But it might be helpful if students should bring any books in their possession relating to Science, Literature, History, etc., to be used as reference books. Latin, Greek, French or German Lexicons when needed must be purchased by the student.

Upon entering the Institution, each student will be required to pay the physician's fee of \$5, the book fee of \$5, and the contingent fee of \$2. All other charges must be paid quarterly in advance.

GENERAL INFORMATION.

FACULTY.

The faculty consists of fifteen teachers besides assistants and tutors. All except two are natives of the South and two-thirds of them are native North Carolinians. In their culture and training they represent our best Southern Colleges and Universities; the leading Scientific institution of New England and its most popular College for women; the foremost Normal College in the South; the leading school for training teachers in the North; the strongest State Industrial College for women in the South; and the leading Medical College for women in New York.

Nearly all the members of the faculty are spending their vacation at summer schools in the North or West studying in their special lines in order that they may come to next year's work with renewed vigor and additional strength.

The Board of Directors and the Faculty will not be satisfied until North Carolina's Normal and Industrial School shall be equal to the best institutions of its kind anywhere.

EQUIPMENT.

No institution of learning can accomplish its work without good general equipment. Well arranged buildings, good furniture and a strong faculty are not the only essentials. Scholars, unlike poets, are not born; they grow. And students should breathe an atmosphere that will promote growth. No institution without a good library can reasonably hope to send into the world graduates with a literary spirit.

As a part of the general equipment this institution is pro-

vided with a well selected library of about 1,500 volumes. Great care has been taken to select such books as will be most serviceable to students in their work in the various departments and the library is kept open and is in constant use from 9 a. m. to 5 p. m.

A Reading Room, containing the best current literature, including state and national newspapers, leading magazines and educational journals, is open to the students at all hours.

The Gymnasium is well equipped with apparatus for physical culture.

The department of Natural Sciences is equipped with laboratories and specimens which will be made better and more complete as the funds of the Institution will allow.

The same may be said of the Art room, the Physiology room, the Observation and Practice School, and all other departments.

FELLOWSHIPS.

There have been established at the Institution a few fellowships, by which students can have their necessary expenses paid. These fellowships are accompanied by certain conditions, about which applicants can get information by writing to the President of the Institution. The fellowships already established will be awarded by the President and Faculty of the Institution, and are as follows:

1. Fellowship worth \$88, given by the Faculty of the Institution.

2. Fellowship worth \$88, given by the class of 1893, which graduated in May.

3. Fellowship worth \$88, given by Dr. R. H. Stancell.

4. "N. C. Teacher fellowship," worth \$64, given by Col. E. G. Harrell.

5. Fellowship worth \$64, given by Mrs. Charles D. McIver.

These are the only fellowships or scholarships which the Faculty of the Institution now have to award. It is

hoped that by means of donations and the contributions to the Woman's Education Club there will be others before the end of the next scholastic year.

SOCIAL LIFE.

With regard to the social management of the dormitories, we consider it essential that the young ladies should have every privilege that is consistent with the student life.

Shopping, visiting and receiving friends is encouraged, but no night is passed out of the dormitories without written permission from parents or guardians.

It is also our desire to make opportunities for the young ladies to mingle with and accustom themselves to the requirements of cultured society.

Visits from gentlemen must be restricted to holiday occasions and those stated times when the young ladies will announce that they are "At Home" to their friends generally.

LITERARY AND RELIGIOUS ORGANIZATIONS.

There are two literary societies among the students of the Institution. Every student is expected to connect herself with one of these. There is also a Young Women's Christian Association, under whose auspices most of the religious work of the Institution is conducted. The students have also organized an association called the "Woman's Education Club." This association will include as its members students of the Institution and other women throughout the State who may feel interested in the enterprise. Its object is to secure as many members as possible who will agree to pay on the first day of December of each year for five years two dollars, to be used as a fund for helping worthy young women who have brains and character but who have not the means necessary to attend this Institution.

Students are not required to join either the Woman's Education Club or the Young Women's Christian Association, but

wherever it is possible for them to do so they are encouraged to do it. The expense in the way of fees for these two associations and one of the literary societies will not exceed five dollars a year, and after the first year will probably not be more than half that amount.

DISCIPLINE.

The general policy in regard to discipline has been to trust the students and appeal to their honor and pride, and to their interest in the success of the Institution. It is but simple justice to say that they have responded to these appeals with a loyalty and faithfulness worthy of the highest praise. Whatever regulations we have made in regard to conduct and to study hours have been the result of a consultation with the students and of a practically unanimous vote in their favor. The students are responsible for the preparation of the lessons, but they can do their studying either in the Assembly Hall, where each of them has a desk, or in their private rooms, as their brothers do when they go to college. By vote they fixed the hour of 10:15 for retiring at night. With this condition, they study when and where they like. The object is to throw responsibility upon the students, and to make them, as nearly as practicable, a self-governing body. The experiment has worked well so far, and, in many ways, the plan has advantages over that system of management based on rules and restraints made solely by those in authority. One result of such discipline is seen in the fact that of the hundred or more students who went home to spend the Christmas holidays, only two decided to go before the holidays began. One of these was called home by reason of serious sickness in her family, and the other on account of the marriage of a near relative. This is the more remarkable because numerous letters came from parents with permissions or requests for their daughters to go home earlier. The students, however, do not consider it business-like to go before their work is done.

Under certain conditions it might be found necessary to modify the method of discipline, *but where one-third of the students are themselves teachers, where more than forty per cent. of them are defraying their own expenses, and where the average age is nearly twenty*, the sober judgment of the students can be relied upon to produce a public sentiment that will result in right conduct and honest work.

The authorities of the Normal and Industrial School deal frankly with the students, who, in turn, give to the faculty the heartiest and most friendly co-operation in all matters affecting the success of the Institution.

In business matters we prefer to deal directly with our students. As a result of this policy not a student was in debt to the Institution for fees, board or tuition at the close of this year.

The debt paying habit ought to be cultivated, and probably nothing in the discipline of the Normal and Industrial School will do more good to the students and to the State than their experience in promptly settling their own bills.

PATRONAGE.

The Normal and Industrial School congratulates itself upon the character of the patronage that has asked for admission the first year. More depends upon the quality than upon the quantity of the material that an institution is called upon to develop. It would have been peculiarly unfortunate if the patronage had been drawn exclusively from wealthy and fashionable circles. It would have been equally unfortunate if it had come *exclusively* from classes too poor to go elsewhere. The statistics, which appear in another place, show that our students represent socially, financially and educationally every respectable class of North Carolina people. They come from all sections of the State, and among them are graduates of our leading institutions for girls; graduates from the graded schools; those who have been prepared by their local private academies; and others, whose only educational opportunities

have been those offered by the public schools throughout the State. Some have come because they could not afford to go anywhere else. Others are here because they want to prepare for teaching or industrial pursuits, and prefer an institution whose main purpose is to give such preparation, and where the general surroundings are in harmony with their purposes. Others still who belong to neither of these two classes, but who believe in thoroughness in the essentials of education, and who think it safest to be prepared to earn their own living, should it ever become necessary, have been attracted because of the emphasis the Normal and Industrial School lays upon the practical side of education. By whatever motives actuated in becoming students, there is in the entire student body an earnestness and dignity of purpose which challenges admiration, and gives promise of good results in the future.

It is gratifying, too, to be able to state that the number who have applied for admission is very large. The number enrolled was 223. Seventy of these boarded in private families. A larger number would have been on the roll if there had been sufficient dormitory accommodation.

The following table of statistics, in regard to patronage, is interesting and suggestive;

| | |
|--|-----|
| Number of students..... | 223 |
| Average age of students..... | 19½ |
| Number of counties represented..... | 70* |
| Number of graduates of other institutions..... | 22 |
| Number who have taught | 80 |
| Number who are defraying their own expenses..... | 95 |
| Number whose fathers are not living..... | 53 |
| Number whose fathers are farmers .. | 83 |
| Number whose fathers are merchants..... | 16 |
| Number whose fathers are bookkeepers..... | 9 |
| Number whose fathers are clergymen..... | 8 |
| Number whose fathers are physicians..... | 8 |
| Number whose fathers are teachers..... | 5 |
| Number whose fathers are lawyers..... | 5 |

*A larger number of counties would have been represented if some applications had not come in so late after all the places in the dormitories had been assigned.

| | |
|---|----|
| Number whose fathers are mechanics..... | 4 |
| Number whose fathers are engineers..... | 2 |
| Number whose fathers are tobacconists..... | 2 |
| Number whose fathers are railroad agents | 2 |
| Number whose fathers are hotel proprietors..... | 2 |
| Number whose fathers are sewing machine agents..... | 2 |
| Number whose fathers are millers | 2 |
| Number whose fathers are insurance agents..... | 2 |
| Number whose fathers are bankers | 1 |
| Number whose fathers have retired from business | 2 |
| Number whose fathers are engaged in miscellaneous business... | 15 |

GENERAL SUGGESTIONS *Suggestion*

1. The Normal and Industrial School will begin its second year's work October 3, 1893. The length of the annual session will be eight months. It is urged that all students be present on the first day.

2. There will be a vacation of one week at Christmas.

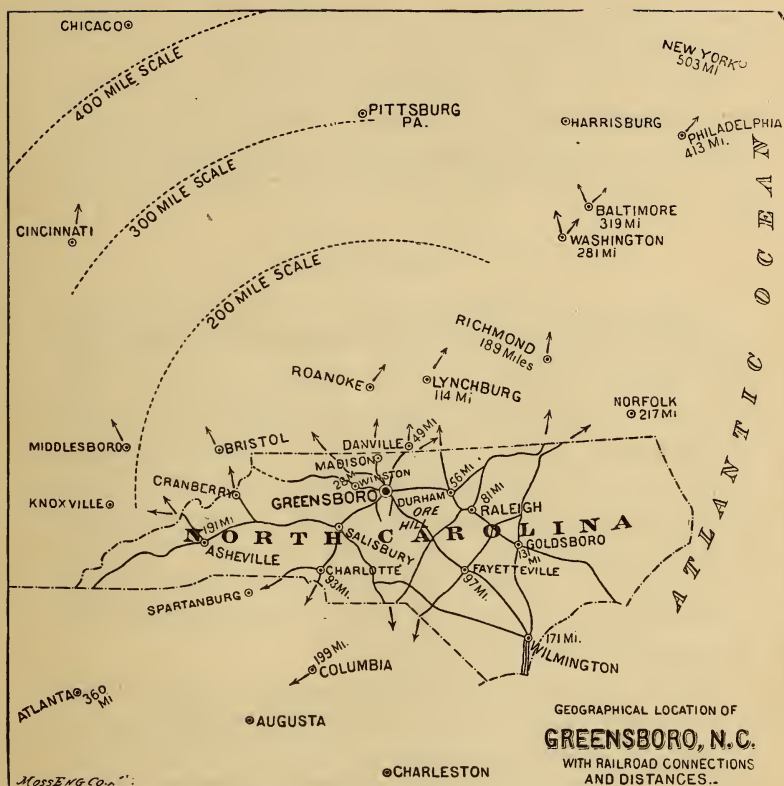
3. When application is made for admission, the applicant should not fail to give her county.

4. Applicants for board in the dormitory should state whether or not they desire single beds.

5. The rooms in the dormitory buildings have been comfortably fitted up with new furniture, and the beds have good springs and mattresses. Each student is expected to bring, for her own use, the following articles: One pillow and a pair of pillow-cases, one pair of sheets, one pair of blankets, one counterpane, towels and table napkins. Those using single beds will need to bring more bedding.

6. All applications for admission will be filed, and whenever vacancies occur unexpectedly they will be filled by the appointment of those who have filed their applications.

7. If, after seeing this catalogue, further information is desired, it can be obtained by addressing President McIver, Greensboro, N. C.



GREENSBORO'S ACCESSIBILITY.

There is another important reason why the Institution is fortunately located. To the entire people of the State, Greensboro is the most accessible of North Carolina towns. It is the railroad center of the State. The North Carolina Railroad, the North western North Carolina Railroad, the main line of the Richmond and Danville Railroad, and the Cape Fear and Yadkin Valley Railroad, meet at Greensboro.

The schedule time to Greensboro from Raleigh, Fayetteville, Durham, Winston-Salem, Mt. Airy, Statesville, Salisbury and Charlotte is from one to four hours.

A person can leave Weldon, Goldsboro, Tarboro, Wilson,

Maxton, Hamlet, Wilkesboro, Asheville or Hot Springs in the afternoon and reach Greensboro by bedtime.

Students who leave Wilmington at 9 A. M. and those who take early morning trains at Murphy, Morehead City, and the railroad stations in the most remote corners of the State will meet at Greensboro in the afternoon or evening of the same day.

AN EDUCATIONAL CENTER.

The Normal and Industrial School and its friends are to be congratulated upon its location. Greensboro is one of the prosperous growing towns of the piedmont section. It has long been an educational center. Its healthfulness is well-known, and its social and moral influences are the best. Its people and the people of Guilford county are liberal friends of public education, and have always been strong advocates of the education of women. The graduates of old Edgeworth are scattered over North Carolina, and are warmly attached to Greensboro, where, for so many years, their *alma mater* educated the women of the State.

The Greensboro Female College, managed under the auspices of the Methodist Church, is located here, and is one of the most popular institutions in the State. There are other private schools, among them the Brockmann School of Music. The public schools of Greensboro are well equipped, and do efficient work, giving boys and girls a thorough preparation for college.

There are few towns or cities where such educational advantages can be had at such small cost, and, on that account, many people have moved to Greensboro to live and educate their children.

COMMENCEMENT OF 1893.

TUESDAY, MAY 23—DEDICATION DAY.

DEDICATION ADDRESS,

HON. THOMAS M. HOLT.

SHORT ADDRESSES,

PRESIDENT ALEX. Q. HOLLIDAY AND HON. S. M. FINGER.

WEDNESDAY, MAY 24—COMMENCEMENT DAY.

COMMENCEMENT SERMON,

REV. THOMAS H. PRITCHARD, D. D.

COMMENCEMENT ADDRESS.

PRESIDENT GEORGE T. WINSTON, LL. D.

SHORT ADDRESSES,

Gov. ELIAS CARR AND HON. JOHN C. SCARBOROUGH.

PRESENTATION OF DIPLOMAS AND CERTIFICATES,

PRESIDENT CHARLES D. McIVER.

TUESDAY NIGHT—CLASS EXERCISES.

PRESIDENT'S ADDRESS—MISS ANNIE M. PAGE.

CLASS HISTORY—MISS MAUDE F. BRODAWAY.

CLASS ESSAY—MISS MINNIE R. HAMPTON.

CLASS PROPHECY—MISS MAGGIE C. BURKE.

***GRADUATING CLASS OF 1893.**

Previous graduate of

Mattie Lou Bolton, (Louisburg Female College), Franklin county.
Maude Fuller Broadaway, (Salem Female Academy), Forsyth county.
Margaret Clement Burke, (Peace Institute), Davie county.
Mary Rebekah Hampton, (Statesville Female College), Iredell county.
Bertha Marvin Lee, (Greensboro Female College), Davie county.
Zella McCulloch, Alamance county.
Margaret Rockwell McIver, (Greensboro F. College), Chatham Co.
Carrie Melinda Mullins, (Peace Institute), Wake county.
Annie May Page, (Greensboro Female College), Burke county.
Lizzie Lee Williams, (Murfreesboro Female College), Gates county.

* The diploma given to a graduate of the Normal and Industrial School is a life-license to teach in the public schools. The members of this class are the first North Carolinians to receive a life-license to teach in the State.

***CERTIFICATES IN THE NORMAL DEPARTMENT.**

Miss Allie Mary Bell, of Transylvania.
Miss Elise Callier Fulghum, of Wayne county.
Miss Mary Elizabeth Holt, of Wayne county.
Miss Maria Davis Loftin, of Duplin county.
Miss Georgia Hulse McLeod, of New Hanover county.
Miss Jennie Taylor, of Guilford county.

*This certificate entitles the holder to teach in the public schools of the State for five years without further examination.

***CERTIFICATES IN THE BUSINESS DEPARTMENT.**

SHORTHAND.

Miss Rachel Cuthbert Brown, 80 words per minute.
Miss Fodie Margaret Buie, 80 words per minute.
Miss Ella Mauvers Reeks, 80 words per minute.
Miss Fannie Smith, 80 words per minute.
Miss Blanche Alline Tuck, 100 words per minute.

*These certificates are given on an examination test with *new general matter* as dictation.

